ASSESSMENT TASK NOTIFICATION

	SUBJECT: English **YEAR GROUP: 8** **TASK TITLE: In Class Task - Persuasion**	_____ **Student Name** **Submitted To:** _____

Name of Unit:	Consideration of the Other – The Karate Kid				
Type of Task:	In class task - Persuasion				
Due Date:	21 August	Term:	3	Week:	6A
Weight:	30%				

OUTCOMES ASSESSED	› EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure › EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts › EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence › EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

DESCRIPTION OF ACTIVITIES

You are required to <u>compose</u> a 500 – 750 word persuasion under exam conditions. You should consider the 'Seven Steps to Writing Success' exercises you have done in class and incorporate these skills into the task.You will be given one period to complete the task. Remember that a persuasion is a <u>one-sided argrument</u>, you give <u>one opinion</u>. You <u>do not</u> discuss both sides. You may bring your Persuasion Story Graph into the exam. No other notes are allowed.

Write a persuasion on the following:

The 2010 film 'The Karate Kid' is better than the 1984 original.

Task Adjustment for nominated students:
Students may write 250 – 500 words and have extra time. Students on adjusted tasks will not receive a Grade A or B.

METHOD OF SUBMISSION	Late submissions lose 25% the first day, 50% the second day and on the third day no grade is given. Work that is plagiarised will not receive a grade and will need to be resubmitted. Sources that have been used in your assignment need to be acknowledged in a reference list. Computer / printer malfunctions are not considered a valid excuse for submitting an assessment late. Extensions must be requested from the TLC well before the due date

CRITERIA	GRADE
• Strong evidence of planning with several relevant ideas selected and crafted to advance the argument • The introduction supports, engages and persuades the responder through deliberate language choices and persuasive techniques • The body paragraphs build to a great crescendo • Examples (including quotes and film techniques) have been used effectively throughout the text to strengthen the argument • The text shows rather than tells the responder in all relevant instances and as a result the argument is very convincing • A highly cohesive piece of writing which shows continuity of ideas and contains tightly linked paragraphs with no irrelevant content • The ending is well-planned and highly persuasive	A
• Evidence of planning with three relevant ideas selected and supported by some elaboration • The introduction begins to engage and persuade responder through language choices and/or persuasive techniques • The body paragraphs build momentum to a crescendo • Examples (including quotes and film techniques) have been used to develop the argument • The text attempts to show the reader rather than telling them which makes the argument more convincing • There is no irrelevant content and as a result the text flows well and maintains the responder's interest • The ending is clear, with impact	B
• Evidence of planning with two relevant ideas selected and supported by some elaboration • The introduction begins to engage and persuade responder through language choices or persuasive techniques • The body paragraphs build momentum but the crescendo scene lacks strength • Some examples have been used to develop parts of the argument • In some instances the text attempts to show the responder rather than telling them which makes the argument more convincing • Care has been taken to eliminate most of the irrelevant content and as a result the text flows well and maintains the responder's interest. • The ending is clear, but lacks impact	C
• Evidence of some planning, but only one idea or a couple of unrelated ideas have been selected and developed • The introduction orients the responder, but fails to engage and persuade them. • The body paragraphs need to be reordered to build to a crescendo • Limited examples have been used to support the argument • The text tells rather than shows the responder which makes the argument less convincing • The text contains irrelevant content that does not advance the argument • The text has no clear conclusion	D
• Evidence of some planning, but only one idea or a couple of unrelated ideas have been selected • No attempt at an introduction • There are no body paragraphs • No examples have been used to support the argument • The argument is not convincing as the text tells the responder • The text has limited content • The text has no conclusion	E